Guided Pathways Leadership Team

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Today's Goals

- **Understanding** role of this advisory group

- **Contextualizing** Guided Pathways through state's vision and our college goals

- **Discussing** how equity will serve as a guide to achieving our goals

Guided Pathways
Advisory

- **Who** do you represent?

- **What** are you working on?

- **What** do you need from us?
  - Challenges/barriers

Providing Context

How is **equity** embedded in Guided Pathways structure?

California Chancellor's Vision of Success

Goals Outlined in CAGP 2020-22

Guiding Principles

Grossmont's Equity-minded Framework

Process of Redesign

Infographic

California Chancellor's Vision of Success

+20% CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets to prepare for in-demand job.

+35% CCC students transferring annually to a UC or CSU.

+9% Exiting CTE students employed in field of study (from most recent statewide average of 60% to 69%—the average among the quintile of colleges showing strongest performance on this measure).

California Chancellor's **Vision of Success**

Average Number of Units

Decrease average number of unit accumulated by CCC students (from **87 to 79**—the average among the quintile of colleges showing strongest performance on this measure).

Equity and Achievement Gaps

Reduce through faster improvements among traditionally underrepresented student groups

- Cut achievement gaps by 40% in five years
- Fully close achievement gap within 10 years

Goals Outlined in **CAGP 2020-22**

1. **Establish** regular and consistent communication among all stakeholders.

2. **Gain access and provide avenues** for regular analysis of data to ensure we're on target with annual benchmarks for Vision Goals.

3. **Establish stronger collaboration** between discipline faculty and counselors around education planning.
   - Integrate Strong Workforce (CTE) and other grants obtained under this umbrella into institutional planning and reporting.

4. **Obtain better technology** for students to complete (and modify) an education plan.

Guided Pathways Guiding Principles

Timely and meaningful academic and student support

Continue to reduce time to completion

High quality instruction

To improve overall student success

Closing opportunity gaps

Maintaining rigor

Providing a Framework

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Process of Redesign

Infographic

Grossmont's Equity-minded Framework

Personal → **Classroom/ Practice** → **Institutional/ Organization**

Personal
- Who are you?
- What do you believe?
- What do you do?

Professional
- Delivery
- Practices
- Policies
- Curriculum
- Environment

Structural
- Policies
- Practices
- Planning

Process of **Redesign**

Inquiry	Design	Implementation

Requires:

- Improving institutional knowledge and practice around racial equity
- Being student-centered and data-informed
- Shifting focus of responsibility for academic achievement to the college
- Maintaining mindset based on assumption all students have capacity to succeed
- Remaining race conscious

+ Letting go of:

- Being wedded to structures
- Assuming we know what students need
- Working in isolation

Grossmont's Equity Framework

INQUIRY

How would we behave* if we truly believed every student, regardless of their background, has the capacity to reach to their goals when given appropriate opportunity and support?

*Policies, practices, instructional services, delivery support, etc.

OUTREACH   ENGAGEMENT   RETENTION

INSTITUTIONAL CAPACITY

Promote the Path

Clarify the Path

Enter the Path

Stay on the Path

Ensure Learning

First Contact   Onboarding   First Year   Second Year   Completion

EQUITY-FOCUSED DATA ANALYSIS AND INQUIRY

Promote the Path

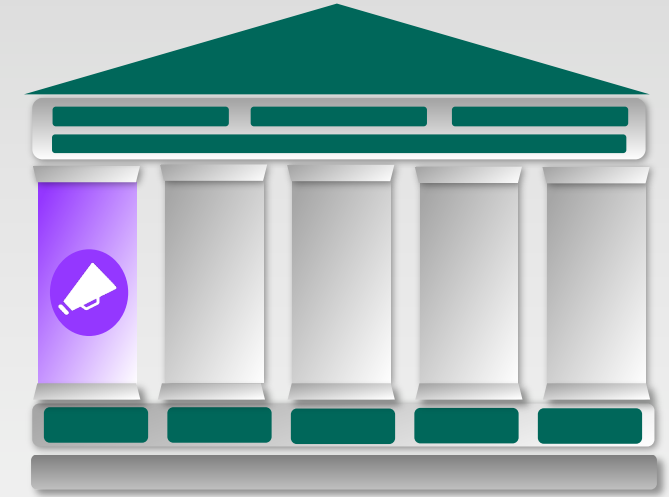| OUTREACH	ENGAGEMENT

INSTITUTIONAL CAPACITY

Equity Considerations:

- Are our website and program pages easy to navigate and understand for students and families without prior experience with higher education?

- How could we ensure access to and use of this info is equitable for students who have been historically underrepresented or underserved in higher education (e.g., lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)?

- Who is our community?

- What are the needs of our local employers?

FIRST POINT OF CONTACT

EQUITY-FOCUSED DATA ANALYSIS AND INQUIRY

How would we behave if we truly believed every student, regardless of their background, has the capacity to reach to their goals when given appropriate opportunity and support?

Clarify the Path

OUTREACH

ENGAGEMENT

INSTITUTIONAL CAPACITY

Equity Considerations:

- How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students?

- Do our program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?

INQUIRY

How would we behave if we truly believed every student, regardless of their background, has the capacity to reach to their goals when given appropriate opportunity and support?

ONBOARDING

EQUITY-FOCUSED DATA ANALYSIS AND INQUIRY

Enter the Path

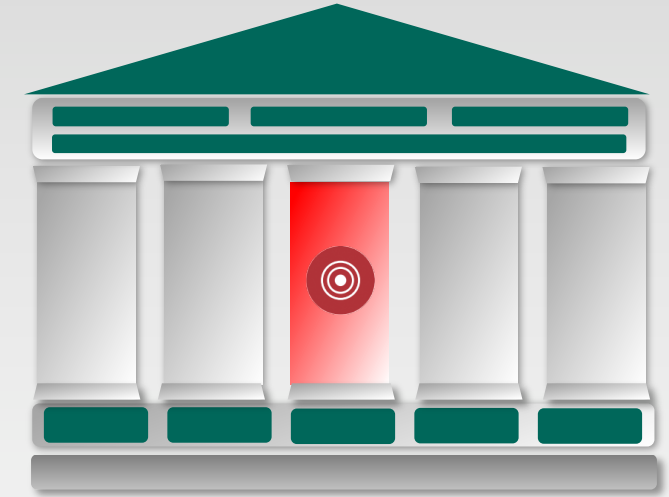**OUTREACH**

ENGAGEMENT

INSTITUTIONAL CAPACITY

Equity Considerations:

- Are historically underrepresented and high-needs students disproportionately enrolled in programs leading to lower remuneration careers?

- Can we help underrepresented students raise their educational and career expectations while meeting their more immediate economic needs?

- For critical program courses, do we disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies do we use to improve overall student success in these courses?

- Do we proactively partner with feeder high schools serving predominantly underrepresented and high-needs students to help students explore academic and career interests and develop viable plans for college?

- Are dual enrollment opportunities made available to high school students who are deemed "not yet college ready"?

FIRST YEAR

EQUITY-FOCUSED DATA ANALYSIS AND INQUIRY

How would we behave if we truly believed every student, regardless of their background, has the capacity to reach to their goals when given appropriate opportunity and support?

Stay on the Path

OUTREACH	ENGAGEMENT

INSTITUTIONAL CAPACITY

Equity Considerations:

- How do we support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs?

- How do we ensure underrepresented students are not disproportionately directed away from competitive, limited-access programs?

- How do we integrate academic and student support services into Guided Pathways so the support is unavoidable and therefore less stigmatized?

- How do we ensure low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?

SECOND YEAR

EQUITY-FOCUSED DATA ANALYSIS AND INQUIRY

How would we behave if we truly believed every student, regardless of their background, has the capacity to reach to their goals when given appropriate opportunity and support?

👍 Ensure Learning

OUTREACH　　**ENGAGEMENT**

INSTITUTIONAL CAPACITY

Equity Considerations:

- How are we ensuring underrepresented students participate in program-relevant active and experiential learning opportunities?

- How do we support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)?

- What opportunities exist for faculty or advisors to critically examine their roles in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field or program selection)?

- Are we disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among our staff, with students, and with the outside community?

SECOND YEAR　　**COMPLETION**

EQUITY-FOCUSED DATA ANALYSIS AND INQUIRY

INQUIRY

How would we behave if we truly believed every student, regardless of their background, has the capacity to reach to their goals when given appropriate opportunity and support?

Summary

California Chancellor's Vision of Success

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What's Next?

- Reconsider questions:
  - **Who** do you represent?
  - **What** are you working on?
  - **What** do you need from us?

- Resources

- Fall 2020